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## *THE STUDY OF THE MODERN LANGUAGES.*

THE importance of the study of the modern languages is beginning to be much better appreciated in our country than formerly. Twenty-five years ago, but very few Americans could read, and it was rare to find one who could speak readily any foreign language. Our intercourse with other nations was limited, and at home we needed only English. With all the other changes, however, of the last quarter of a century, not the least is the fact that we have become eminently a travelling community. Business, pleasure, curiosity, love of adventure, fashion, money suddenly acquired that must be spent,—one cause or another is sending our countrymen in crowds over the Atlantic, to the amusement of Europeans, who wonder where they all come from, and where the money comes from they distribute so freely. Go where you will, an American has been before you, and engaged the best accommodations. But for Americans, half the hotels in Europe would be closed; and one of the monks at Great Saint Bernard told me, that of sixty guests one night at the Hospice, forty-eight were Americans. One thing more excites surprise among foreigners, and they rejoice at it because they can so much more easily fleece us,—our utter ignorance of any language but our own. While other travellers can readily speak French at least,—the traveller's language,—if our people attempt a few words, they speak it so awkwardly as to subject themselves to ridicule. At Heidelberg I heard a distinguished American professor of Greek, wishing for a trunk, ask the girl in

attendance *if she had a head*. So many have been abroad that this ignorance is now keenly felt, and everywhere we are demanding for our children, if not for ourselves, a knowledge of the principal modern languages, and that time-honored Greek, if necessary, shall give place to them. The question now comes home to all teachers, How shall these be best taught?

The general custom of the past has been to place the modern languages late in the course, after everything else has been acquired, and to study them with dictionary and grammar critically, after the manner of Latin and Greek. This will do very well, if they are studied simply to be read; if they are to be spoken, it is a mistaken method. The time to learn to speak any language is in childhood, when the vocal organs are pliable, and the ear quick to catch sounds; it is the period when nature has adapted the child mentally and physically to this end. As the child grows, other powers are strengthened, but the ability "to speak with tongues" diminishes; and at twenty, with rare exceptions, no student can acquire a complete mastery of a foreign language. There will be some defect of utterance or of idiom that indicates he is not "to the manor born." It is not meant, of course, that the child must be troubled with the structure of the language,—that must be the work of maturer years. He must learn a foreign tongue as he learns his own,—by memory and practice; and in this way, before ten years of age, he can learn to speak a half dozen languages, if necessary. It is as easy for a child to ask for a thing, or to express its feelings, in several ways as in one, without thinking which way is more natural, except that the one most used will always, of course, be the most natural. This method, as is well known, is the one pursued in Europe. A Russian child, for example, will have an English governess to teach it English, who walks with it, asking and answering questions, till it can speak English readily. And so with the other languages it is required to learn; and thus the Russian traveller, without effort, and with only ordinary capacity, is able to converse with the people of many lands, and is the envy of embarrassed Americans. There are couriers in Europe speaking readily all the different languages simply by intercourse with the people, and so the waiters in the hotels talk with their guests each in his

own tongue, though in other respects as ordinary as the same class with us. I saw a child in Lyons three years of age, that could talk well and with equal ease in French and English, the latter learned from its nurse; and the son of my landlord in Jerusalem, a boy of twelve or fourteen, could speak readily English, French, German, and Arabic. A storekeeper in Rotterdam told me he would not have a boy in his store who could not speak four languages, yet such a boy would be a prodigy in America.

In the opinion of the writer, then, the first thing to be done in our country in teaching the modern languages is, to discard our present method, borrowed from the course adopted in the ancient languages, and substitute the European plan. Private teachers are rare with us, and our public schools must be depended upon to teach the modern languages, as other things. Let the children, at as early an age as possible,—five is better than ten,—be gathered in classes, and made to express themselves in the tongue to be learned, repeating words and sentences, and talking with each other and the teacher. No attention should be paid to the grammar as a study, but the ear, memory, and vocal organs should be trained, and the same course pursued as by the mother with her child. A good teacher would keep store with the children, or have a dinner party with them, obliging them in buying, or asking for dishes, always to use the language to be taught; and thus with the children it would be a labor of love, and they would be as earnest and pleased as all parents know their children are in learning to talk their native tongue. After a child can converse in French and German, teach it to read these languages, and teach their grammar, just as you teach it to read its own tongue, and at the same time. In this way, when our young men and women go abroad, they will be at home in every land.

I am well aware the great difficulty at first would be want of competent teachers. I state only a well-known fact in saying that not one teacher in fifty teaching French and German is qualified to teach them conversationally, however well able to read them. Most learned their pronunciation from English teachers, and hand it down with all its faults to their pupils. We must have a new generation of teachers in our schools and families, either

natives, or those who can speak the languages readily. The greater part of our present teachers would fail to make themselves understood in the languages they teach. Some years ago, when Prof. Agassiz had just arrived in our country, he was invited to give a lecture in one of the oldest and most cultivated cities of New England; and the people, with characteristic courtesy, wishing to give the distinguished stranger an agreeable surprise, invited the teacher of French, who ranked high in his department and had edited French school-books, to give him an address of welcome in French. At the proper time the teacher presented himself before Prof. Agassiz and the audience, and delivered his speech. The professor saw he was addressed, and looked at the speaker with a blank face, not understanding a word; and when the address was finished, to the mortification of all concerned, turned to one of the gentlemen by his side and asked what had been said to him.

The present article is written hastily, by request, yet it is hoped it may at least serve to direct the attention of teachers generally to this subject. No more practical question is now before them. Many Americans, some of them teachers, have the present year gone to the Vienna Exposition, who will meet with the representatives of the different nations of Europe, officially and otherwise. How many can speak French and German I know not; but if, as I fear, they can express themselves only in English, their ability to do honor to our country at such a place and time will be in no small degree lessened, however fit in other qualities.

W. C. T.

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### *HIGH SCHOOLS.*

EDUCATION is a growth; but it is not a growth that requires uniform conditions, like a plant. It is more fitly compared to that insect life where the grub is transformed into the beautiful moth. A system of education that has proved useful in one age, may be valuable in another, or it may not; generally it will need modification. While the mental faculties remain always the same, the desires, habits, and tastes of men are constantly varying. Then, too, new truths are evolved, new sciences are created,



and a new civilization dawns. Education should be conservative of all that has proved useful; but it should also be quick to observe the tendencies of the times, and ready to embrace new truth. There is no standard education suited to every age; and the schools that are to serve any age well must interpret the changing wants of society, and adapt themselves to these wants.

In view of these facts, we are considering the condition of our high schools; how far they meet the wants of the people, and whether they are really accomplishing the work for which they are designed. Evidently the principal object of these schools is *not* to prepare young men for college. Nor is it their purpose to impart technical or professional knowledge. Complaint is sometimes made that these schools are impractical. If by this it is meant that our pupils, when they leave school and engage in business, have not a practical knowledge of business, and even find some difficulty in applying the knowledge which they have acquired, then we must allow the charge. They are impractical, and we fear they will never be anything else. But to charge the schools with being impractical, because they do not turn out artists, skilled laborers, and experienced clerks, is very much like blaming a piece of ground, which we have carefully dressed and prepared for seed, because it does not bring forth a plentiful and varied crop, though we have sown no seed therein. The main design of these schools is mental discipline; a harmonious development of all the faculties of the mind to the highest possible degree. But while this is the principal object, there is another scarcely less important: namely, that this discipline be given through such means as, being equally efficient with any other that might be employed, are, at the same time, most likely to prove generally useful. These two objects fully attained would give a perfect public school in any age. By the former, intellectual culture is secured; and by the latter it is made practical to the necessities of the times.

It is extremely doubtful if our high schools give all the mental discipline that should be expected from four years of study; and it is absolutely certain that they do not employ the means necessary for imparting the largest amount of useful knowledge. This result we believe will never be realized until the high school is

regarded an end, an institution to be perfected in all its modes and appliances. At present it is treated rather as a means to something higher. If practical life, which gives significance to all education, were its end, the ground of complaint would be greatly narrowed; but the high school, as it now exists, seems to look to and presuppose a higher institution of learning. A notion has obtained that the high school is supplemented by the college; but this idea is altogether unjustified, and nothing can be more detrimental to popular education than the prevalence of such a sentiment. Its effect is to turn the school away from its main design to a subordinate issue. We rejoice at the collegiate advantages accessible to so many of our youth; but we deprecate the idea that the college supplements the high school; it supplements the education of those who have leisure for higher culture; but where shall the multitudes of merchants, mechanics, and laborers gain that instruction which the high school does not impart? The great majority of our youth never go beyond the high school; and this is a fact that should determine the character of the school, unless we would violate the first principle in which it is founded, that of the general good. The education of these schools will vary considerably according as we regard them an end, or a means to a higher institution. As experienced runners in a long race, where endurance is the chief concern, start leisurely off and deem it prudent to reserve their full energies for the later stages; but, in short courses, exert all their powers from the first; so, in education, if the period of study is to be long, many things may profitably be deferred, which in a more limited course should claim immediate attention.

The motto of our high schools has always been "the greatest good to the greatest number"; but this has been rather a sentiment than a practical truth, and the people have not derived from the schools those advantages which might justly be expected from institutions founded in democracy. That they have not done so is not owing so much to a lack of interest in the schools, as to this fact, that the schools have been treated as subsidiaries to the college, while their true character as ultimate in popular education has not been acknowledged. The improvements in school architecture within a few years afford remarkable proof, not only of a

lively, but of a growing interest in schools. This is a promise of future good. It is a convincing evidence that the foundations of education are laid in the hearts of the people. But it may be doubted if there be not other wants more pressing than fine buildings. We are all influenced by our surroundings; and it is therefore desirable that the school-houses, in which our youth pass a considerable portion of their time, should be neat, and, so far as possible, elegant. But, after all, the latter is a matter of relative insignificance. Amid all the splendors of Athens and Rome the masses were ignorant and degraded; the regal magnificence of temples, the beauties of sculptured marbles, and the costly adornings of princely villas, were wholly insufficient to effect the elevation and refinement of the people. Though sculpture and architecture must have influenced the national character, there were other causes more operative both for good and evil.

In our rage for fine architecture, the expressions school and school-house seem almost to have been confounded; but one is merely the temple in which the other dwells as a sacred spirit. Judge not the book by its cover, the mind by its body, nor the school by its house. Adorning the one, does not of necessity enrich or refine the other. As the perfect attainment of an end depends upon the perfection of the means employed, it is important that we consider well the means by which we work; but a means may easily be exalted into an end. While the house, which is a means to the school, should be made efficient, it is only perverted when we bestow upon it the care that belongs to the school. We must never lose sight of the fact, that it is the school whose perfection we seek. Theoretically every one entertains this idea, yet it appears to us discredited in practice. There is a pressing want, in our high schools, of the proper appliances of education; while the buildings devoted to their use would, in most countries older than our own, be regarded extravagant.

A fine house filled with pupils, under the direction of good teachers, may be called a school,—perhaps a good school,—but it is by no means a complete school, ready for the most efficient work in the education demanded by this age of science. A teacher of tact and talent, with the help of a very few books,

may impart much useful information, and draw out the minds of his pupils into strong and vigorous development ; but if the means of instruction be inadequate, he must labor at disadvantage, and fail of the highest results. Other things equal, the carpenter whose tools are few and imperfect cannot compete with one whose instruments are numerous and perfect, either in excellence or abundance of work. In our colleges and universities, where the highest talent of the profession is employed, it is thought necessary to have all the advantages of chemical and philosophical apparatus ; to collect extensive libraries, cabinets, and herbaria ; and the college that should now attempt to work without these would inevitably fall into obscurity and deserved neglect. But if our high schools are to be regarded as themselves ends, as they must be ; if they are to fulfil their office as ultimate in popular education, — do they not need libraries, cabinets, and herbaria, and apparatus adequate to illustrate all the science which they are required to teach ? If there be any value in all these appliances ; if they are able to smooth the path to better, clearer knowledge in the higher institutions, — should they not be placed in the high school, where the rudiments of the same sciences are taught ; where the minds of the pupils, being less developed, require greater assistance ; and where the advantages of apparatus would be extended to the largest numbers, and to multitudes who cannot otherwise enjoy them ? There is a vast amount of the most useful knowledge which the teacher alone cannot impart ; it may not be learned from text-books. Every one who would gain it must pay homage directly to nature. To him who approaches her reverently, there is no want of a philosopher's stone : she whispers to him the true secret of his life ; but she seals his lips ; the truth must be kept pure ; and nature will allow no other to impart it. The distinct recognition, by our leading scientists, of the necessity of a more immediate study of nature, is a most significant token of educational progress. Whatever may be said of the peripatetic philosophy, the peripatetic science of Pensiker promises to introduce a new and important era in education.

That our colleges and universities now afford a better education than the old institutions, is conceded, even by the oldest scholars. But when we say their present education is better



than the past, we speak of education extensively considered. What constitutes the best intensive education may well be regarded a mystery. The typical mind has appeared in different ages, and under widely diverse civilizations. England cannot claim it. Germany has no monopoly of it. Rome and Athens and India have each produced it, or we must accept the doctrine of Pythagoras. But while our age can lay no claim to higher intellectual vigor or more exact mental discipline than has been attained in the past, the world's history shows no other period comparable with the present, in science and useful arts. The horizon of knowledge has widened. The possibilities of mental improvement have kept pace with the revelations of science. Education has become more general and more practical. The noticeable fact in connection with these improvements is the increasing importance attached to physical agencies, and their marvellous multiplication. Mind is doubtless superior to matter, and mental power to physical force; yet, so far as we know, the latter is as important as the former. In most things, wherein the life of man is higher than that of the brute, the cause of this difference is not simply a difference of mind, whereby man is enabled to use the forces of nature; but the fact that he has used them. The forces are themselves a part of the cause, and without their aid this exaltation of life would be impossible. In our external life there is nothing without physical agency. An Englishman, ignorant of the Chinese language, might think as well in China, as he could amid the familiar scenes of his native isle, but he would make poor work at teaching the descendants of Confucius. Without language, he could have but little power of expressing thought; and without any physical agencies, he could do nothing. The two great questions in education are *what to think* and *how to express it*; and one is not more important than the other. If the means of expression be imperfect, the results will be proportionately inferior. Aside from the personal power of the instructor, the best school is that in which the physical means of imparting knowledge are greatest. The voice of the teacher is indispensable; but without the library, the cabinet, and the laboratory, it is impossible to impart the knowledge which the age is demanding of our education.

The purpose of our high schools is to give the best mental discipline, together with the largest amount of practical knowledge. But the impartation of knowledge is conditioned on the use of physical means. Do the means employed justify the conclusion that these schools are accomplishing their design? Every high school should be provided with a library containing standard works on all the subjects included in its course of instruction, both for convenience of reference, and because few teachers can afford to purchase all the books which are necessary to good work. A public library may give valuable aid to the teacher, but it can never supply the place of a school library; since the books are never at hand, and because such libraries, except in the largest cities, are deficient in that class of works of which the teacher is in constant need. A good library well used would improve the language of our schools, and would doubtless be the means of leading many a youth to a knowledge and love of refined literature. There is an educating influence in the mere presence of a good library. A savage might admire it for its dress only, but a man of enlightened reason knows that he may here behold and commune with the noblest minds of every age; and even the youth of our schools, if rightly directed, are competent to such impressions. That was a true and important remark, made by Bishop Hall, on the sight of a great library: "Neither can I cast my eye casually upon any of these silent masters, but I must learn somewhat."

In chemistry and natural philosophy, teaching, to be *practical*, must be *experimental*. Apparatus is indispensable; and yet, there are few of our schools in which the inadequacy and poverty of the supply do not cast serious reflections on our estimate of these sciences, and on the wisdom of our instruction. But geology requires illustration quite as much as other sciences; and a few chance specimens of doubtful character, age, and locality, will not suffice. We may not want large cabinets, but we do need choice typical specimens of the rock and principal fossils of the various ages. With a small but select cabinet, half the time now devoted to this science would afford more satisfactory results. We live in an age of wonderful activity; the busiest people scarcely meet the demands of life; all men are seeking to

economize time, and that economy should not be ignored in education.

But it may be asked, Are the people to be burdened with taxes to buy costly libraries and cabinets, to supply philosophical apparatus, and furnish laboratories? No. There is hardly a town of any considerable population in our State that does not spend money enough to have comfortable and *well-furnished* schools. We call that a well-furnished school in which the apparatus for instruction has value proportionate to that of the building; but the best-furnished school is that in which the house is so subordinate to the school that those within forget the house altogether. The buildings now occupied by our high schools have cost from \$15,000 to \$150,000 each. If a town can afford but \$15,000 for the permanent uses of its high school, let from \$3,000 to \$5,000 of this sum be set aside for the purchase of such means as are required for instruction. If some city will spend \$150,000 in the interest of its school, let \$75,000 be used for the library, the cabinet, the laboratory, and such other apparatus as its education may demand. Can any one doubt that such a disposition of the money now appropriated for these schools would be beneficial? Suppose we were to visit some city, and seek out its high school. The building is large and imposing, constructed from the costliest materials, with elegant design of architecture; finished without and within by the hands of skilful workmen. How full of promise is such a structure! *What* may we not expect to find within so rich a case? But let us enter. The walls are destitute of every art save that of the carpenter and the mason; the rooms are filled with beautiful and convenient desks; with chairs of the latest model, so comfortable-looking that Epicurus himself would forget his dinner to sit in them: but there is nothing more. A grand provision for physical comfort. O, if men were less spiritual and more animal, how they might luxuriate here!

But we pass to another city. Inquiring for its high school, we are directed to a plain, unpretending house; comfortable-looking, but not costly. Entering this, we find the walls decorated with cheerful paintings, suggestive to thought; here is an interesting library of valuable works of science and literature; here is a

cabinet glowing with mineral beauty, form and color catching the eye, waking the imagination, and sending the mind to explore the earth for the places whence such treasures come; here is a collection of apparatus for illustrating a class of subjects whose practical import touches the life and well-being of every man, as, for instance, mechanics, pneumatics, acoustics, optics, magnetism, and electricity; here is a telescope for studying the heavens, that marvellous work of the Creator's hand, before which we all exclaim, "What is man, that thou art mindful of him!" a microscope for investigating that world of life and beauty invisible to the unaided eye, but, if possible, more marvellous than the heavens; that world in which man finds a larger hope; assured that He, whose wisdom made, and whose power sustains, the tiniest animalculæ, will surely care for man. Here, too, is apparatus for chemical analysis, sufficient to enable man to resolve the compounds of nature into their elements; to acquaint himself with their properties, to the end that he may the better guard against dangers to life, and appropriate to the benefit of mankind the useful products of the earth. Which of these cities should we call wise? Which would seem to care most for education? We are paying too much attention to things unessential. Our school-houses are too often like apples, fair and promising without, but rotten within,—fig-trees showing a beautiful foliage, but no fruit; costly settings worthy of diamonds, but having at best only cheap pretensions. While we devote all our available means to the erection of beautiful buildings, and make no provision, or almost none, for the great intellectual wants of the school, shall we wonder at the complaint that the girls of our schools care more for dress than learning? and that our boys like any other place quite as well as the school? Why should they not? The school-house is merely the dress of the school. It is something which might be used with almost equal propriety for a hundred other purposes. It cannot tell the object for which it was built. It has no significance in education. Let us show to our youth that we esteem the *mind* higher than all things else; and let us make our education interesting by the use of the appropriate means, and, possibly, the cause of these complaints will disappear. For our part, we are forced to this



conclusion. It would be far better for our education, and much more creditable to our taste, were our school buildings more plain, and our care for the efficiency of our education more apparent.

A. H. T.

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#### WORD HINTS.

BEFORE the days of High and Normal schools, Portsmouth had an excellent private school kept by a Mr. Dearborn, who was long gratefully remembered by many elderly ladies, once his pupils, that used to quote him to their grandchildren as authority not to be disputed. Among the many decided impressions received from him, was the one that certain current words and phrases were to be avoided in conversation. He had a list of vulgarisms written out in a fine, round hand, with the distinctness of copper-plate, and placed in a conspicuous part of the school-room; and this list was recited every Saturday. "Do not say 'taint,' child," a bright-eyed old lady used to say to her grandchild; "that was one of Mr. Dearborn's vulgarisms." And this was sufficient condemnation to herself and her family.

It seems to us no trifling debt of gratitude to owe to a teacher, the weeding out of slang, or incorrect expressions, from conversation. This "jargon," as one of Charles Reade's heroines significantly calls it, is one of the little foxes that spoils the vines; and if our teachers can, in any degree, rid us of it, they will not only benefit their pupils, but help to raise the general tone of society. Would it not be well to devote an hour, at least, every week in the schools, to a review of the common errors which salute the ear at every turn? Young people rather enjoy exercises of this kind, which quicken their powers of observation, and call forth criticism. When Rev. E. E. Hale opened this department in the "Young Folks," it became very popular, and won subscribers who valued these verbal instructions as "so useful." The same hints have been sought for in the "Youth's Companion" and other juvenile publications; and in the "Galaxy" the word-studies of Richard Grant White have been an attractive feature. Why not make the correct use of common words a regular topic among the general exercises of the school-room?

A few common errors are subjoined :—

1. Do not say there is not much *to* such a person or thing, but use *of* or *in* instead of *to*. This may not be recognized as a common vulgarism, but since it is to be found in one of our standard magazines, it must have crept into high places.

2. Do not use *commence* before a verb in the infinitive mood. You may commence a piece of work, but you begin to work. Rev. Mr. Hale is justly severe on the misuse of *commence*, and the good usage of speakers and writers will suggest this rule for the word.

3. Watch the distinction between adverbs and adjectives. Do not say the vase of flowers looks prettily, since it does not act. You simply mean that it is pretty, and the adjective should be used in that, or any similar case.

4. Do not use *without* for *unless*. It is wrong to say, "I shall not go without you do"; you mean *unless you do*.

5. Commit thoroughly the list of irregular verbs, so that *done* shall never be substituted for *did*, or mistake made in the use of any imperfect tense, or perfect participle.

6. Never give the pronoun immediately after the proper name, as, Mr. Blank *he* said so, or Mrs. Blank *she* did so. If this seems a very ignorant blunder, it is still true that it is sometimes heard, even from educated people.

Expletives are to be avoided as far as possible, since they are thoughtlessly suffered to overgrow conversation, lead to exaggeration, and weaken the force of expression. It is useless to say, "I never in my life saw such a thing," which does not impress one so much as, "I never saw, etc." "There is nothing in the world I dislike so much, etc." Here the phrase "in the world" adds no significance. Clearness, simplicity, and correctness in conversation lay the best foundation for the more fascinating qualities, which can never retain their influence without this solid groundwork.

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#### AN EDUCATED BRAIN.

WE recognize the immense strides that have been made in the Physical Sciences; but, as educators, we recognize in the sciences, belonging, as they do, to the world below us, no substi-

tute for a sound philosophy of human nature ; but, rather, as the physical sciences advance, giving man more power over matter, we see a more urgent need of a higher philosophy and a deeper religious life, that these physical agencies may be wielded for the good of man and the glory of God. . . . While a certain class of scholars are looking to the forces of matter alone for a solution of all the problems of the world, we declare our belief that not only social and moral problems, but the great problems of physical life even, that now perplex philosophers and divide the schools, will find their solution in a more perfect study of man's intellectual and moral nature. Strange it is that the intellect, the great agent by which the wonders of creation are to be unfolded, and the questions at issue settled, if they ever are settled ; and the moral nature, by which man differs from all other beings on the globe in rank and vastness of interest,—strange it is that this complex nature, which is distinctively human, should receive so small a share of attention in the schemes of education, in some of them being entirely ignored.

The world cries out with indignation against the crime of putting ignorant engineers in charge where property and life are endangered ; but ignorance of all those sciences, which are branded as “*metaphysical*” by way of reproach, seems, with many, a recommendation for places of trust in our schools, where these higher powers are to be studied by the pupils, or the happiness and efficiency of the man to be imperilled by the defective training he receives. And so we have the absurdity of which we spoke, practical systems of education ignoring the only practical thing in the universe, a thoroughly educated brain. And no brain is thoroughly educated that does not fully understand its own powers, and the best conditions of its activity in the detection of error and the search for truth.

Intellectual science and physical must go hand in hand. Physical science is useful in measuring base lines, thus securing checks to wild speculation ; but intellectual science triangulates abysses that physical science could never cross with its measuring line.

He who would give us the outline of our globe, must use both the measuring line and the theodolite ; and he who would give us

the outline of that science which the world now most needs, a *true science of life*, must have at his command, in their perfection, all the instruments and means needed for the solution of the problems. He must not think that the balance and polariscope and microscope can settle all the higher problems of life, nor must he live in such a world of speculation as to forget that we are also in a world of matter, that will have a hearing even after philosophers have decided that it is nothing but a dream, a world that has laws of its own which it will declare to the coming generation, however men of the present age may shut their eyes to the truth, manufacture facts which nature disowns, or misinterpret those that have her indorsement. — *Inaugural Address, Pres. Chadbourne, Williams College.*

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### OUR SCHOOLS.

#### A TRAIN OF SERIOUS THOUGHTS.

It is a most gratifying fact that we recently find, not only in every journal of science, but also in every newspaper of respectable tendency, articles and discussions on the question of our present school education. For years past our school system has been so much boasted of that the people seem to be perfectly hoodwinked ; and any idea thrown out by single thoughtful individuals questioning our superiority, and suggesting improvements, has been hooted at, when it should have been regarded worthy of grave consideration. Happily, that time appears to be passing away, and better ideas are generated and ripening in the public mind.

While thoughtless, not to say ignorant, writers are boasting, thinking and observing men are cognizant of the fact, that our school system is anything but perfect, and our teaching in many cases nothing but a parrot-like training of the *memory*, — committing to memory and reciting, — while it ought to be training of the *mind* to conceive, digest, reflect upon, and retain knowledge, science, and ideas.

The young mind was and is so much confined to spelling, defining, and verbal recitation without thinking, that we very fre-



quently in common life meet with, not only children, but adult individuals (victims of the habit) who cannot comprehend a single sentence without referring to their "spelling and defining" stock of knowledge; who are never ready to give an intelligent answer, from the fact that in puzzling over the meaning of single words, they have failed to grasp the meaning or force of the entire sentence.

Even our courts of justice afford us a grave proof of this relying on book-reciting more than on common-sense. A plain common sentence, spoken or written, the meaning of which is well understood by every person of sound mind, is not unfrequently misconstrued, and a Webster or Worcester is called for to clear up the definition of a single word! And thus, the true conception of the meaning of the whole sentence is often perverted to benefit the party in wrong! Such deviations from common-sense and reason were not so much in practice fifty or a hundred years ago, and they are not now found in any other nation. If we cannot understand what a man says, without referring to a dictionary or spelling-book, our mind is certainly in a morbid state through ill training. It is an inheritance, or natural consequence of our school learning.

We do not find this weakness of conception and comprehension in our conversation with old people who went to school forty or fifty years ago. Teachers of those days taught the children in the method of common-sense; made them *understand* whatever they had to learn. They did not rely on the school-books for the *verbum dictum* of question or answer, but only for the idea or fact to be considered. *Nowadays* it reflects very little credit and honor on our teaching bodies to see the questions to be put to the pupils, printed at the foot of the pages of the school-books!

Of course we have teachers who never look to the foot of the page, but who know how to question each pupil according to individual capacity. But the idea that there is a necessity to put questions into any teacher's mouth, is repulsive and abominable.

We would here enlarge on the matter of *school-books*,—how manufactured, and imposed upon the schools like three, five, and seven years' locust swarms, to the utter disgust of the teacher, whose efforts and good results are broken down by *the new books*,—

but as it would take too much space for this paper, we will let it pass, and only invoke the co-operation of all sincere competent teachers to protest with all their power against this absurdity of continually changing books for instruction. The expense to parents may be considerable, but it is a mere trifle in comparison with the *breaking down* of the educational constitution.

The *successive order* of teaching matters of knowledge and science seems to be very little, if at all, regulated in most country schools. For instance, Geography is introduced before the pupils have learned to read and write well enough; and while *Writing* is too much neglected, teachers are obliged to teach *Drawing* to pupils who cannot write their names properly. We know full well the utility and importance of learning to draw; but everything at the proper time, and when that time arrives, *competent* teachers should be employed, otherwise natural ability and taste may be spoiled. And here we feel justified in remarking, that the law obliging all teachers to teach an art (drawing) which they do not know, the very rudiments of which they have to acquire while they are teaching the same to their pupils, must appear to every reflecting mind as one of those immature conceptions which must end in abortion.

We must, above all, remember that the true republican principle of education is to educate the masses, so that the *majority* may be hereafter something to believe in, to rely on. Thus all children ought to receive equal attention, no matter how far some are advanced by home education; and inferior minds are entitled to the especial care of the *primary* school-teacher.

But here we come to consider a radical error in our school education, and it cannot be too strongly urged upon the grave consideration of both teachers and parents. We mean the first school days of the children. Failures in subsequent schools, in the development of the capacity, capability, and docility of pupils, as well as in the best efforts of the best teachers,—nay, even the want of mental and moral power of individuals at home, in the Commonwealth, and in Congress, may often be traced back to the Primary school.

In order to fully understand this "radical error" in Primary schools, it will be necessary, *volens-nolens*, to compare the Ger-

man system with ours. In Germany the child is put first under the best and ablest teachers, who know how to form and mould the tender brain *for* future training, as the skilful sculptor prepares the clay for his model.

*Here*, the first instructor, in most cases serving a novitiate in teaching, puts the children under school discipline, makes them recite letters, words, and silly sentences alone or by class, like parrots, without intuitive instruction. The teacher was brought up so, has no experience, does her duty as far as she knows, and is not to blame. When children are sent to *primary private* schools, matters are worse, as there is very little discipline, and less learning.

As a general thing, private schools for infants (sent by their mothers to get rid of their care) are mostly kept by very young or old maids, who feel sure that they can earn a few dollars by "opening a school," and feel bound to teach their pupils in the most interesting manner, in order to retain them with the favor of the parents. A little a-b-c, then a candy-stick, then a little singing, then "twice two is four," then a little spelling, then recess with another candy, then a little singing and *braying*,—and the school is dismissed! All the meanwhile the good school-ma'am is attending to her *private* matters as well as to her *private* school. There may be here and there an exception to these facts; but, as every intellectual observer knows, such schools are in every town and village in New England, and the consequences are sorely felt by every teacher of Grammar and High schools.

The consequence is, that children emerging from these sweet hot-beds are spoiled for regular training, and the public teacher finds it difficult to bring them up to systematic work. We strongly insist that such babies be required to enter the public Primary school just as if they were never before in any school, no matter how "old and wise" they are represented to be. It is the only way to give our Primary public schools the dignity which they *must* have in the estimation of the people, otherwise we may just as well dispense with them, and keep them merely as charitable institutions for paupers.

But, now, are our Primary schools supplied with *the* teachers ready to accept so important a trust, and able to perform the

duties? Does it not seem clear that the teachers for the Primary schools should be as expert even as the teachers of a High school?

We leave this and all other suggestions in this paper to the consideration of teachers and parents. We should like to develop some plain ideas on topics pertaining to our schools, — concerning the "Relation between Teacher, School Committee, and Parents," "School-books," "Moral Education," and other equally important matters, but must defer this to another time.

In conclusion, we beg to express our conviction that the greatest necessity in our education is this, that the teachers employed should be persons of such integrity and ability as to deserve the unqualified respect and confidence of our communities, and then that the education and discipline, intellectually and morally, should be left entirely with them; since, if they are by nature and education fitted for their trusts, they must know the wants of the school better than any persons who are engaged in the cares and responsibilities of other vocations.

But we fear that nothing less than a National Ministry of Education, composed of men of the highest attainments, — not profound learning, but cosmopolitan knowledge of educational science gathered from the practical experience of advanced nations of the world, — can clean out this Augean stable, and effect the much needed change in our educational system. C. M.

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#### *AMERICAN CHILDREN.*

LORD DUFFERIN, visiting the Montreal Normal School, was presented with an address by the pupils. In his reply he referred to the important task for which they were preparing themselves, and continued:—

"I would venture to remind you that in your future relations with your young pupils, you will be careful to remember that your functions must not be confined merely to the development of their intelligence and the imparting of information, but there is also another duty as important as either of these, and that is, that you should endeavor to refine, discipline, and elevate their general behavior, rendering them polite, well-bred, deferential,



respectful to their parents, to their elders, and their superiors. Now, what I would venture to ask you from time to time to impress upon your pupils is this—that though upon the one hand there is no quality more creditable than self-respect, yet, on the other hand, the very idea of self-respect excludes self-assertion; and I say it the more readily because I confess if there is any criticism which I have to pass upon the youth of this new country—I do not say of Canada especially, but of the continent of America—it is that I have been struck by the absence of the deference and respect for those who are older than themselves, to which we still cling in Europe. I have observed in travelling on board the steamboats on the St. Lawrence, children running about from one end of the vessel to the other, whom, more than once, I have been tempted to take up and give a good whipping. I have seen them thrust aside two gentlemen in conversation, trample on ladies' dresses, shoulder their way about, without a thought of the inconvenience they were occasioning, and, what was more remarkable, these little thoughtless indiscretions did not seem to attract the attention of their parents. When I ventured to make an observation on this to the people with whom I had been travelling, I was always told that these little pleasing individuals came from the other side of the line. Well, I only hope that this may be so; at all events, without inquiring too strictly how that may be, I trust that the teachers of the schools of Canada will do their very best to inculcate on their pupils the duties of politeness, of refined behavior, of respect for the old, and of reverence for their parents; that they will remember that a great deal may be done by kindly and wholesome advice in this particular, and that if they only take a little trouble they will contribute greatly to render Canada not only one of the best educated, most prosperous, most successful, and richest, but one of the most polite, one of the best bred, and well-mannered countries of the American continent."

## RESIDENT EDITOR'S DEPARTMENT.

*THE PROFESSION OF TEACHING.*

WE believe that all the principal educators of our country and of Europe now agree that every teacher should have a *special* preparation, before receiving an appointment in one of our schools. And, by a special preparation, we mean instruction, not only in the branches to be taught,—of course this knowledge is necessary,—but instruction in *methods of teaching*, over and above this general knowledge of the subject.

At the time of the establishment of the first Normal school in America, by the exertions of the late Horace Mann, it seemed to be the general opinion that the teacher, like the poet, "was born, not made," and there was even a prejudice against graduates of Normal schools, who introduced new-fangled notions about teaching pupils to read *words* before they knew the names of the letters, and went through with a senseless and cacophonous jargon which they called the sounds or powers of the letters.

Mr. Mann used to tell of a graduate of a Normal school who lost his situation, because, for lack of an orrery, he took his largest pupil and stood him in the middle of the floor to represent the sun, a small boy for Mercury, supplying the places of the other planets by pupils of appropriate sizes, and, when all was ready, started them in their revolution about the sun.

This rather ingenious method of converting his pupils into "heavenly bodies," was looked upon by their parents somewhat as the little boy, full of frolic and fun, regarded the popular Sunday-school hymn,—declaring that "he did n't want to be a angel." It was pronounced an innovation not to be submitted to, and the poor teacher—no, the good teacher—lost his place. The Normal schools, however, did overcome prejudice, and it was fully established, that a trained teacher—other things being equal—could produce results not to be obtained by the untrained.

It is this, and this only, that vindicates the claim of teaching to be considered a profession. That there are empirics, pretenders,—which in the vulgar is *quacks*,—militates no more against the claim than that they exist in every profession, and notably in that of medicine. How many of us have so thoroughly prepared ourselves for our work, that,

tried by this test, we may claim to be regular members of the *profession* ?

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### *EDUCATION FOR WOMEN.*

PERMIT me to speak through the "Massachusetts Teacher" on a subject which I rarely hear mentioned among teachers, and yet one which I believe should interest them ; I mean the attitude of some of our New-England colleges and various other institutions of learning towards women. Surely the lady teachers of Massachusetts cannot but feel the injustice done their sex. It is with regret that I allude to the record of several professors in our colleges, who, while declaring their belief in a broader education for women, have from motives of expediency united with the trustees in refusing admission to women, and, while keeping fast closed with one hand the doors of their colleges, have with the other solicited and accepted contributions from mothers whose daughters they have thus wronged.

Now, directly or indirectly, this question concerns every woman in Massachusetts. The education obtained at our Normal schools is necessarily very elementary, and yet from their graduating classes the ranks of our profession are in a great measure filled ; and notwithstanding the advantages we claim for our school system, yet it is a fact that as far as our teachers are concerned, the scholarship of few would give them a position under the German government ; and even in Spain, whose government and religion have never been friends to universal education, the teachers appointed by the government—and none others can obtain a license to teach—are men of advanced learning. Now do not for a moment think that I would attempt to depreciate the merits of these young lady graduates ; but it seems to me that it has a direct bearing on my subject, and, if the question is ever raised in this country, we should be ready to meet it. It is true that successful teaching is not a necessary sequence of extra scholarship ; but it is equally true, that, given the tact and inventive power which many of these young girls exhibit, united with the education obtained in a college or scientific school, and we should have far superior results.

It may be urged that, were these colleges open, girls would not avail themselves of their privileges ; but this I deny : I know of many who have exiled themselves from home and friends to obtain that education which Massachusetts has denied them. Again, it has much to do with the unjust disparity which exists between the salaries of different teachers in the Commonwealth ; it is not that we enter upon our work with the intention of leaving it at the first opportunity, as has often been stated,

and nowhere more boldly or persistently than in the "Massachusetts Teacher"; not that our results as a class are not equally valuable; not that many ladies are not competent to fill any position,—but simply a question of political economy. It has been truly said, the higher one goes the less competition there is, and when one reaches the summit there is none. Open colleges and scientific schools to women,—surely the accident of sex should not deprive a girl of the advantages which may enable her to enter any profession,—and I believe these advantages once given, this disparity could no longer exist. She would find more profitable fields in which to glean; and who could blame her if she entered them?

Probably for many of us the time when the opportunity for a more liberal education would gladly have been welcomed, has passed; only to thoughtful reading and home study can we look for mental improvement; but surely it is our duty to use our influence in behalf of the young girls growing up around us, that they shall at least have the opportunity for that higher education which is their due.

I.

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#### CLASSICAL AND HIGH SCHOOL TEACHERS.

THE sixth annual meeting of the Massachusetts Association of Classical and High School Teachers was held in Boston, in the hall of the English High School, Bedford Street, on Friday and Saturday, April 11th and 12th, 1873.

At a little past 10 A. M., the Association was called to order by the President, W. C. Collar, of Boston, and the report of the Rec. Sec'y and of the Treasurer was read.

In the absence of the Cor. Sec'y, T. H. Kimpton, of Chicopee, was chosen Cor. Sec'y *pro tem.*, and on motion of Mr. Rugg, the chair appointed Messrs. Rugg, of New Bedford, Miller, of So. Hadley, and Hill, of Chelsea, a committee for the nomination of officers for the ensuing year. At 10.30 a paper was read on "Single or double sessions, in High Schools," by Mr. A. C. Perkins, of Lawrence, who said these two things are assumed to be true:—

1st. Pupils in school ought to be in good physical and mental condition when required to study; their bodies not exhausted by long confinement, their minds not bewildered by prolonged application.

2d. For young people, short alternate periods of rest and work are better than long periods of work followed by long seasons of rest.

The plan of having one session a day disregards these two principles, and thereby causes High school education largely to defeat its own ends. The limit of time for close study is reached in three hours, and when sessions are continued five hours, the last two hours are wasted so far as profitable study is concerned. All the ordinary public religious services of the Sabbath might



be put into one session, not so long as that of our High schools; yet public sentiment does not favor a sermon more than half an hour long, nor a single session more than an hour and a half. Many are greatly wearied by a single service of an hour and a half, and can endure no more instruction than that on one day. If these short exercises are found best in religious instruction and devotion, why are they not also best in secular instruction?

Courses of public lectures are managed on the theory that two hours of instruction, even when mingled with a good deal of amusement, is enough; and that, too, when the audiences are largely adults.

If the fact that High school pupils live at a greater distance from the school-room than others is the reason for this plan, there is much more reason for it in the case of the Mass. Institute of Technology, the State Normal schools, and the Professional schools. But these extend their daily instruction over portions of the day more than five hours apart.

If school closes at one o'clock, many children, especially those of laboring men, are kept away from the family dinner-table for three of the most impressive years of their life, much to their own damage and to the discomfort of the family.

One session a day compels much home study. There ought not to be any study required outside of school hours. If present sessions do not give time enough, more time should be given to school, and if it be decided that nine hours a day of study and recitation should be required of pupils, then there should be three sessions of three hours each. Teachers can justly be required to be at work in the school-room as many hours each day as pupils are required to study. Six hours a day, if rightly employed, is enough for study and recitation in any of our schools, provided the system is not wearied out with long sessions, and provided sufficient teaching force is supplied. Any plan that requires much home study discriminates against the poor. All pupils have not conveniences for study in their homes and cannot have, and the demand for home study puts these at great disadvantage. The closing of schools at one or two o'clock often leaves lazy scholars at liberty to lounge about the streets in idleness in the afternoon. They need the influence which a High school ought to give; they need to be under the eyes of their teachers all day. But in many cases they are lost to these influences and slip out of school altogether, because of the bad habits they form when left to themselves.

After the reading of this paper, the question was discussed by members of the Association.

MR. RUGG, OF NEW BEDFORD.

A few years ago, when the School Board of New Bedford had under consideration the changing from two sessions per day to one in the High school, a member of the Board, wishing to get at the views of those who sent to the school, requested the pupils to bring notes from their parents stating their preferences. More than ninety per cent of the notes received expressed a preference for one session. In consequence, the Board voted to have one session. After five or six years' trial, the subject was again agitated in the Board, and

it was voted to return to two sessions a day. This was tried for a little more than a year, but was so unpopular with scholars, parents, and teachers, that the Board voted to return to one session. Some scholars left when we had two sessions, solely because we had two sessions, and I am confident we should now lose a number of pupils if we should again return to two sessions.

Our pupils come, as in most High schools, from a wide extent of territory, and many of them cannot go home to dinner and return. This necessitates leaving the building open for pupils when no teachers can be there to guard against improprieties on the part of those who remain.

We found that most of our pupils were unfit for work for the first half hour or more of the afternoon session.

MR. CHASE, OF LOWELL,

Derived an argument for single sessions from the well-known practice of the greatest students, who, in their arduous literary pursuits, have the control of their own time, and are at liberty to make their hours of study conform to the demands of mental and physical health. These students generally perform the great work of the day before eating their principal meal. They do not labor upon a full stomach, as the children are required to do, who hasten from dinner to an afternoon session.

He also claimed that the pupils who hasten from breakfast to school — from school to dinner — from dinner to school — from school to supper — find their time for recreation so much interrupted and so fragmentary that they are debarred from those health-inspiring tramps in the country and the fields, and those prolonged sports and games, which those pupils enjoy who finish the principal work of the day before dinner, and have the afternoon at their command for healthful recreation.

MR. RUSSELL, OF THE LOWELL HIGH SCHOOL.

In this case, as usual, the truth is not all on one side.

Though I can see and appreciate, to some extent, the practical difficulties in the way of two sessions, I think most of the points in the essay are well taken.

Personally, I prefer two sessions. I might enjoy the consecutive leisure of the afternoons, afforded by one session; but practically, I forego that pleasure by spending an hour a day or more at the school-room, after the close of school; which is less than some of my associates devote to their labors. Having had experience with one and two sessions, I am satisfied that my own health would be better with two sessions. In our school, at present, we have one session, beginning at 8½ and ending at 2 o'clock. I generally carry a lunch; but often neglect it from various interruptions. I find such irregular habits injurious, and I presume the experience of the scholars is much like my own.

If I could go out at noon, take the fresh air and sunshine, and a warm dinner with my family, I could finish my day's work with greater advantage both to myself and to my pupils.

It is said that the scholars can take the long afternoon leisure for rambling

in the sunshine. Perhaps the sunshine for two or three hours at noon would be quite as good.

It is also said that the most distinguished students have done their study in the early part of the day. Then all that is said about "the midnight oil" goes for nothing. But it does not follow that if mature students can do their day's study in one long effort, the immature scholars of our High schools can safely endure the same strain.

But I do not think it would be possible for us to return to two sessions, though the mothers would much prefer to meet their whole families around the dinner-table, as well for domestic convenience as for the health of their children. Yet the children prefer the long leisure of the afternoon, heedless of their health : and their wishes will prevail.

A partial remedy for the evils is to be sought in shortening the one session, and requiring the scholars to study more at home.

MR. PARSONS, OF WALTHAM.

I have always opposed single sessions for High schools, especially outside the cities. The majority of families in our towns dine at noon ; the grammar scholars, having double sessions, must do so ; this often necessitates two dining hours in the same family.

Besides, I believe the later part of a single session must always be somewhat unprofitable, from the physical and mental exhaustion consequent upon five hours' consecutive study and recitation.

Again, in the unbroken succession of exercises, there are many loose threads which need to be caught up, — matters of discipline, explanation, correction, — which with a single session can be attended to only in the nervous interval between hard work and dinner, while, in the other case, there is such an opportunity at the close of each session under far less exhaustion.

MR. HOWE, OF JAMAICA PLAIN.

Circumstances should in a great measure determine the sessions of our schools. In my present school during the summer we commence at quarter before eight and close at twelve and a half, which accommodates us better than any other hours, as thirty of my pupils depend upon the cars that do not accommodate at other times. I once taught a Grammar school from eight A. M. till eleven, and from two P. M. till four in winter, — till five in summer, — excellent hours, when all pupils were within easy walking distance of school-house.

Again, a careful teacher could favor the "weak, thin-chested girls" by allowing them to leave as soon as their work was performed, or even permitting them to come in at the second hour in the morning, if their class or division did not recite the first hour.

At the close of the discussion, on motion of Mr. Rugg, a vote was taken upon the question. The vote was almost unanimously in favor of *single sessions*.

At 11.30, Mr. Davis, of the Worcester High School, read a paper on "The best means of cultivating facility and propriety in the use of English."

In order to cultivate good English, and a facility in the use of it, the teacher should not be a bungler in it. It is absolutely essential that each teacher should add the mother-tongue to his department, whatever department it may be. Every faulty expression of speech should be watched as closely as to detect a whisper. One of the most favorable opportunities to teach English is afforded by the spelling classes, as also the reading lesson, which should not dwindle into a mere lesson of elocution. It should be made an intelligent and interested search for its hidden sense. English grammar can have little to do with our facility of using English. The theory of music is good, but the eternal fingering is what does the execution, and so will proper use and cultivation of our language yield facility. Composition gives valuable and practical aid in spoken language. The teacher should not correct compositions by merely correcting the spelling and punctuation, but should also add new words, better constructions, and happier forms of speech. Translation from the ancient classics is a magnificent drill in English, and for this object alone it is worth the time and study to pursue the classics. The pupil should think of at least six synonymes for each translated word. The reading of English authors to the classes by the teacher, is a valuable means of cultivating elegance and expression.

Mr. Davis' paper was followed by a discussion.

Mr. Geo. B. Emerson, of Boston, spoke in hearty approval of the paper. He said it recalled to his mind the first and best lesson he ever learned upon the way in which the Latin language should be translated. "My father was an excellent Latin scholar, and taught an elder brother and myself how to study, and how to translate. My elder brother was five years older than myself, and about thirteen when I received this lesson. I remember my brother's reading the third line in the second book of the *Æneid*: '*Infandum, regina, jubes renovare dolorem*,' and translating it somewhat in this way: 'Oh queen, you command me to renew immense grief.' 'No, my dear boy', said my father, 'that is not a *translation*; *infandum* cannot mean immense. Don't you see that it is formed from *for, fari, to speak*? Then the queen was treating *Æneās* with the greatest respect; she would not *command* him, but bid him, as we bid one another good-morning, or to come to dinner. Then it was not *grief* which was excited by the remembrance of what he had seen and suffered, but pain only. Translate "*unutterable pain, oh queen, you bid me to renew*." Immense is Latin, and grief is old French. Always translate into English.'

"I had at that time never learnt to read a Latin sentence; but I always remembered this lesson, and it has been my guide in all my study, and in all my teaching of language."

After remarks by Prof. Geo. Cooke, of Winchester, Rev. Mr. Cowles, of Ipswich, said we do not use as good English as our brothers across the water, because we are content to teach our scholars and to hear them speak, and to speak ourselves, poor English, — which should be remedied.



Mr. Emerson spoke in confirmation of the remarks of Mr. Cowles as to the importance and means of giving young persons a love and a knowledge of English literature. Mr. E. said that he was in the habit, during the hot weather, before he learnt to throw most of it into summer vacation, of reading an hour a day, to save the pupils from the labor of study, select passages from the best English writers in prose or poetry, such as he thought would give them a taste for the best literature and especially for history. One of the best and most useful exercises was to require all, both boys and girls, to repeat thirty or more lines one day every week, of the choicest passages from the English poets, from Shakespeare and Milton, down through Goldsmith and Gray, to Walter Scott, and Bryant, and Longfellow, and the best of their contemporaries.

J. H. KIMPTON, OF CHICOPEE,

Followed, saying that he was glad to hear his own opinion so emphatically corroborated by the Nestor of schoolmasters. He had always contended for Latin in the High school (English) course as a means of thorough training in English. In his own classes he had insisted upon thorough analysis of every Latin sentence read, and had found scholars growing more familiar with the principles of their own language than by any amount of purely English analysis. So in parsing Latin words: by insisting upon derivation, the pupil gets more and better knowledge of the use and meaning of English words, than by twice the time spent in studying his own language.

At two and a half P. M., the Association was called to order by the President, and Mrs. A. C. Martin, of Boston, read a paper on the question: "Are our High school courses of study suited to the needs of girls?"

Rather than attempt to pronounce a verdict upon the success or failure of the schools, it seemed best to present some general views of the work the High school *should* do, — and what girls need, — that each teacher might answer: "Does my school do its part of this work?"

The High schools are not for elementary instruction of any kind, but are intended to begin the work of higher education, to train the mind to use its own powers in reason and judgment. It is a mistake to permit a High school to become a *special* school of any kind, professional or industrial. The scholar cannot know what he is best fitted for or most wishes to do, till he has had some training which shall show him his own power. It is said that the girls' schools fail for want of some external uplifting point like the college in its relation to the schools for boys; but that only removes the difficulty one step further. We teach all branches of study to girls, so that the trouble must be more in the manner than the matter of teaching. The needs of the girls, that are most serious, differ from those of the boys, inasmuch as they are of quite different temperaments. The girls are easily excitable, and are much more likely to be injured by such excitement. They are apt to be careless, — to think one thing will do as well as another. They turn life into a series of make-shifts. They are easily discouraged. They will be narrow-minded in all their views, for want of wide experience. They tend to the

spirit of the martinet. To arrest these tendencies, — to train the mind to steadiness, and to give it true culture, — the girls need in school, —

“The quiet of tranquil minds, that may come from well-ordered duties.

“The strict discipline of a rule which is method, not system, — that is the result of principle, not mere external statute.

“The genial influence of generous recognition of effort.

“Most of all, such training as shall lead to breadth of mind — that shall teach them not to magnify petty details, but shall give them the power of measuring the value of things, of seeing them in their true relations. They must not study detail in anything for its own sake, but only for the sake of the principle it illustrates.”

These needs can be met, not by far-off, doubtful expedients, but by what we can all do to-day.

Mr. T. H. Kimpton, of Chicopee, emphatically indorsed the sentiments of the paper, and expressed delight at hearing a woman so earnestly urge and exhort young women to become something more than dolls of fashion.

Mrs. Abba G. Woolson, of Boston, spoke in approval of the views advanced by Mrs. Martin, and especially emphasized the statement that what girls needed most was thorough discipline of mind; and that a training which should cultivate the reasoning and the perceptive faculties would be of more practical value to them in after life than the instruction in details which had comprised their training in the past. Woman's work to-day was much more varied than that to which she had hitherto been confined; and no one could say for what special tasks she should be fitted. Let her be made an observant, thoughtful, reasonable being, and she would fill any sphere with the greater credit. Mrs. Woolson deprecated, therefore, any variations in our High school courses for the so-called peculiar needs of girls, and spoke against the introduction of sewing in the lower schools.

Rev. E. G. Parsons, of Byfield, alluded to some examples of excellence in the scholarship of girls in mixed schools which had come under his observation, as justifying the claims of girls to an intellectual education equal to that of boys, and by the use of similar methods. The aim should be, in education, to give breadth and strength to the mental powers, and facility in their use. Women need logic as well as men, and as they have for the most part been educated, this is, perhaps, their special want, — the cultivation of their reasoning powers.

The able discussion of questions by ladies, at this meeting, is ample justification, if any were needed, of the logical education of girls; and if they had always had the same chance with their brothers, their equal education with boys would not have been a question to-day.

Rev. Mr. Cowles, of Ipswich, did not believe that girls and boys should pursue the same course.

Mr. Charles F. Rice, of the Springfield High School, spoke as follows: —

Since allusion has been made to the capability of girls to pursue with success the languages and higher branches of mathematics, it may not be amiss to state the results which have thus far attended the experiment of co-educational

tion in Middletown, the only New-England college which has as yet introduced this innovation. There are four young ladies in the present Freshman class, of whom one, at the close of last term, stood second, one fourth, and the other two in the first third of the class. In both mathematics and the languages they excel, as I can testify from personal examination not a week since; and such is the testimony of the various professors, — the Greek professor in particular asserting that he has never had in any of his classes so elegant a translator as one of these ladies. I do not mean to assert that this is a convincing argument in favor of co-education in our higher institutions. Objections may be, and are, made to it on other grounds, nor am I myself prepared to express a decided opinion in the matter. These facts, however, do conclusively prove that girls can excel in the departments considered especially adapted to boys, and that they need no different course of study as a prerequisite to success.

The question before us, "Are our High school courses of study suited to the needs of girls?" seems a little ambiguous, and susceptible of both an affirmative and negative answer, since some of our High school courses may be suited to the needs of girls, while others may be decidedly unsuited; and indeed, the discussion thus far would seem to indicate that such is the case.

However, I would lay down the general principle that a High school which is suited to boys is suited to girls also, and that, if in any respect it fails to meet the needs of girls, this failure is due to an inherent defect in the course, which applies to both sexes alike, and is of equal injury to both. I can speak with certainty of but one High school, the one with which I am connected, but the course there seems to me entirely suited to the needs of girls. The English course comprises such studies as Rhetoric, Logic, History, English Literature, Mental and Moral Philosophy, all the more important branches of science, and, in mathematics, Arithmetic, Algebra, Geometry, and Trigonometry. Three studies is the required number, though any one desiring to take a fourth in addition is usually allowed the privilege, if evincing the requisite ability. At any period of the course, in place of a required English study, Latin, Greek, or French may be taken, at the option of the scholar, — no one, however, being expected to pursue at the same time more than two languages. Now it seems to me, by such a course as this, a broad foundation is laid for future culture, as valuable to girls as boys, while sufficient latitude is given for the exercise of individual taste and talent. A good knowledge of mathematics is certainly needed, both as a means of mental discipline, and in view of its practical utility, and especially in these days of women's rights, when all the manifold vocations are being opened to their sex. Logic and Rhetoric they need, for, even though they mount not the rostrum, they, as well as the boys, should learn to think, speak, and write correctly, and with elegance and force. To deny the utility of the study of Philosophy, both mental and moral, is to adopt the idea long since discarded, that a girl's mind is of no consequence, and that her instincts are a sufficient guide to right moral action. Nor are the sciences superfluous in a girl's education, would she avoid the disgrace of being woefully behind the



times in an age of scientific investigation and discovery. Thus we might go on with all the English branches which compose the High school curriculum. All are important alike for girls and boys, and it is only on account of the brevity of the allotted time that any are omitted at the option of the pupil, to allow of the not less important and profitable study of the classics. As the classical course commonly is, and we think always should be, optional, no argument is required in its defence, since, if not suited to the needs of girls, it need not be elected by them. Yet I will say in passing that I think the study of the languages peculiarly adapted to their tastes and abilities, and that experience has shown every teacher present that they can and do excel in them.

The objection against our High school courses just now advanced, on the ground that it is unjust to deny to girls the study of the advanced Latin which the boys are to read in college, seems to me hardly valid. The object of a High school education should not be to give opportunity to indulge a specialty, but to afford the elements of knowledge in as many different branches as the time will allow. If, then, the girl is permitted to pursue Latin throughout her entire course, in connection with the class of boys preparing for college, she has no good ground for complaint. It is no injustice that she does not progress as far in four years as they do in six or seven. Rather it is an impossibility that she should, without grossly slighting other equally important departments. Nor do we sympathize with the theory of Mr. Cowles, that, in the High school course for girls, much more time should be given to instruction in drawing and music, to the exclusion of some of the more purely intellectual studies. Accomplishments are, of course, very desirable, but they should not take the place of thorough education. Skill in sculpture, for instance, is a most enviable attainment, yet no one would claim that this art should usurp the place of mathematics in the school curriculum. Instruction in the rudiments of music and drawing is already provided in our schools, and further than this they ought not to go. Those who would excel in these departments, as in all other arts, should depend either upon extra outside work while in school, or upon post-graduate instruction. That there are defects in many of our High school courses, I doubt not. Nearly all would probably be improved by careful revision. But having once obtained a course adapted to the needs of boys, no change, we claim, ought to be made to make it equally suitable for girls. Both alike need education broad, thorough, comprehensive, and whatever may be thought desirable in higher institutions of learning. The High school studies at least should be pursued by both, and will result to both in equal profit.

[Continued in our next.]



*GRAMMAR IN A SWISS GRADED SCHOOL.*

ALCIDE REICHENBACH writes from Neuchatel to the "National Normal" as follows:—

The theory set forth by Swiss teachers with regard to teaching grammar is, that the objective method is the shortest and the only really practical one to be pursued in teaching pupils how to speak and write grammatically, and to enable them to read intelligibly.

In order to avoid drawing an unnatural or an imaginary picture of the method of teaching grammar in a Swiss graded school, I will try to bring before the reader the actual lesson of a grammar class as recited in one of the graded schools of Neuchatel.

The teacher, in order to combine penmanship, spelling, reading, and grammar, and to prepare the way for composition besides, dictates eight short, simple sentences, which are written by all the pupils with marked rapidity, considering their age. A pupil is called upon to rise and read the sentences as he had written them. Before he is through reading, half a dozen hands are raised. Some have a word more, others a word less. The reader takes his seat, and all the mistakes mentioned are corrected, wherever they really exist. Several pupils are now called upon to read, and their mistakes in reading are corrected. The spelling of the words is next in order.

As the half hour is up, and it is 11 A. M., the pupils are dismissed till 2 P. M., when they assemble again for parsing. A pupil reads the sentences written in the forenoon, while the teacher writes them on the board, making about as many errors as the pupils are liable to make. Hands are up as soon as a word is incorrectly written. He asks one generally making that mistake to make the correction, and give his reasons, if possible. When the sentences are all correctly written, each pupil in turn parses a word in full till all the words are parsed. If a definition is called for, it is always the very last question asked. The language used indicates that the pupil is not defining the word mechanically, but as one who has handled it, and really knows something about its peculiarities. Here mutual criticism is encouraged as before. An oral grade is given to each pupil before calling upon his successor to parse the next word. The hour being about closed, the teacher assigns for the first part of the next hour a rewriting of these sentences in another book in the neatest possible manner, and then illustrates on the board what he expects to introduce in the next dictation concerning grammar; for these pupils have never yet used a grammar.

## INTELLIGENCE.

**CHARLESTOWN.** — At the prize drill of the High school battalion, the prizes were awarded to Walter Prescott and E. G. Folsom. Mary M. Richards, teacher in one of the primary schools, has tendered her resignation. L. P. Crown, member of the committee, has resigned. The evening schools have been unusually successful this year.

George S. Poole is elected to fill the vacancy in the committee, caused by the resignation of Mr. Turner.

Georgia H. Fitzgerald and Lucy A. Kimball are confirmed as teachers in the Harvard grammar school.

The change in the High school course of study has been adopted.

Jennie F. Sawyer is elected a teacher in the Prescott grammar school, and Alice S. Hatch in a primary school.

**SALEM.** — Salaries: superintendent of schools, \$2,500; High school principal, \$2,500; sub-master, \$1,300; first assistant, \$1,000; Grammar school master, \$1,800; first assistants, \$600; principals of primary schools, \$600; other assistants, \$500. Arrangements are making for a musical festival, also for an exhibition of drawing by the pupils of the public schools.

The Plummer farm school is to be enlarged to accommodate the increased number of pupils.

**SOMERVILLE.** — The committee have met with a loss in the removal from the city of Rev. J. W. Hamilton, necessitating his resignation. Georgiana Stevens is appointed teacher in the Bennet school in place of Harriet A. Locke, resigned. Buelah A. Hill is transferred from the Brastow to the Prescott school. Miss Hattie Williams supplies the vacancy in the Brastow school.

Mr. Henry M. Moore, one of the most active citizens, has supplied the first class in the Prescott school with Perry's Bible Manual, and been largely instrumental in obtaining a donation of the American and Zell's Encyclopædias, and many other reference books.

The committee have recommended the erection of two school-houses as large as the Prescott, — at present the best house in the city.

**WALTHAM.** — Amelia Stanley is appointed as teacher of a mixed school at Trapelo, in place of Miss Kendall, resigned. Alice E. Bill is appointed as teacher of Primary school, District No. 10. The committee have established fixed district limits throughout the town.

**HYDE PARK.** — The newspapers led us into an error in our last issue regarding the salaries. We should have said the High school principal receives \$1,750; the grammar masters, \$1,600; the music teacher, \$1,000.

Miss Maria B. Witherbee of Marlboro' is appointed third assistant in one of the grammar schools; and Mary E. Steele, of Stoneham, also has received a like appointment.

Mr. Whittemore is preparing for a fine musical festival in June.

**ANDOVER.** — Carrie B. Holt, teacher of senior department, Frye school, has resigned, and her place been filled by Mary E. Giles. Annie L. Locke is transferred from the North to the Village intermediate school. Hannah M. Bixby is appointed to the North school. Charles E. Fish, of Cotuit Port, George T. Eaton, of Andover, Arthur E. Clarke, of Manchester, N. H., took the prizes at Phillips Academy, this month.

**ATHOL.**—There are five hundred children between the age of five and fifteen, and one hundred of them do not attend school. The town expends fifteen dollars apiece for their education.

**CHICOPPE.**—The withdrawal of the Catholic boys seriously cripples the schools, leaving one school with only six pupils. It is a problem, the solution of which we wait most anxiously, what effect all this will have upon the practical efficiency of the school system of the town.

#### PERSONAL.

**PROF. J. H. SMART** has been appointed Assistant Commissioner of the State of Indiana to the Vienna Exposition. Prof. Smart was originally of Concord, N. H.

**MR. S. T. RUGG**, a very successful teacher of an evening school in Boston, has received an appointment to a grammar school in Woburn.

**Prof. David Murray**, late of Rutgers College, received the appointment last year from the Japanese Embassy, of general superintendent of education for that empire. He is now about leaving for this novel field of duty. This is the position that the newspapers assigned to Prof. B. G. Northrop, and through them we were led to the same error. Prof. Murray was appointed some time before our article was inserted. It is quite a testimony to Prof. Murray's merit that he was the first choice of the Embassy from the circle of American educators.

**Emma L. Hubbard**, daughter of E. A. Hubbard, superintendent of schools in Fitchburg, recently of Springfield, has received the degree of "Bachelor of Law" from the Michigan University.

**James T. Fields** is lecturing before the various colleges of New England, upon the subject of English Literature.

**Thomas H. Clarke** has been elected superintendent of schools of Newport, R. I.

#### GENERAL.

**FIVE** of the county superintendents of Iowa are ladies.

**MR. GEO. A. WALTON** began to discharge the duties of Special Agent of the Mass. Board of Education, in December 1871. During the year following he visited 368 schools, located in 73 towns.

In two hundred and ninety schools he taught topics to the pupils, in the presence of the teachers, to illustrate right modes of teaching. He gave fifty-six evening addresses to teachers and school committees, and friends of education. He taught in eight teachers' institutes.

In his visits he made careful observations in reference to school-houses, methods of teaching, etc.

A large number of the school-houses are found to be badly located, incommensurable, poorly furnished, inadequately lighted, without proper means of ventilation.

In most cases the school-houses are without clock or thermometer, globe or numeral frame, without suitable blackboards or chalk or erasers or indexes.

A large number of the schools are well *kept*, but poorly *taught*; the prevailing processes consisting of questions and answers wholly from the text-book.

The schools in the large towns are superior to those in the small towns.

The teaching of the Normal graduates is to be commended especially.

The town system produces better schools than the district system.

The agent experienced kind treatment everywhere, and a cordial co-operation on the part of those in authority. He found, in some towns, a deep interest felt for progress in the art of teaching, by which more natural methods would be employed.

**CARD DRAWING RULES.**—Since the introduction of Drawing into the public schools of Massachusetts, some cheap ruler to aid the new beginner in testing distances of lines drawn by the eye, have been desired by many teachers. This want has been supplied by the Card Drawing Rules designed by Miss C. H. Sawyer, teacher of drawing in Gloucester,

and successfully introduced into the schools of that town and in other places. They are of stout card-board, six and seven inches in length, and marked off in different spaces for different distances. Some good teachers object to the use of instruments at all in free-hand drawing, believing that their use will inevitably degenerate in abuse. But Prof. Walter Smith, State Director of Art Education for Massachusetts, considers these rules as a valuable help to young children in the study of elementary drawing. "Every child," he says, "should have such help and be taught to use it judiciously, not to be a substitute for judgment of distances by the eye, but to create the power, by accuracy of measurement." The cheapness of the article, three and four cents each, places them within the reach of every child. The rules can be obtained at the stores in Boston where school materials are sold, or of JOHN S. E. ROGERS, Gloucester, Mass.

**THE BERKSHIRE COUNTY TEACHERS' ASSOCIATION** will hold its annual meeting at South Adams, on the 6th and 7th of June, — instead of the 30th and 31st of May, as incorrectly stated in our last number.

**AMERICAN INSTITUTE OF INSTRUCTION.**—The annual meeting this year will be at Concord, N.H., July 8, 9, and 10. The following gentlemen will lecture: Rev. Mark Hopkins, D. D., LL. D., on the teaching of the invisible by means of the visible; Prof. E. D. Sanborn, LL. D., of Hanover, N. H., on the English language and its characteristics; Prof. M. T. Brown, of Tufts College, on Charles Dickens as a reader; Rev. A. D. Mayo, of Springfield, on the American common school the national instructor in public virtue; Prof. Larkin Dunton, of Boston, on the use of text-books in common schools; C. L. B. Whitney, of Bos-

ton, on history, and the study of history in our schools and colleges; Prof. Sanborn Tenney, of Williamstown, on teaching natural history in our public schools; Rev. Charles Hammond, of Munson, on the utility of English grammar; Prof. W. N. Rice, of Middletown, Conn., on the place of natural science in education; R. F. Leighton, A. M., of Melrose, on disused expressions in English, their origin and history; Mr. ———, Chinese commissioner of education, on education in China. Papers are also expected from Hon. Amos Hadley, of Plymouth, N. H., and Prof. William Everett, of Harvard College.

Free return tickets will be given to members coming over the Boston & Albany west of Worcester, the Boston & Montreal, and Maine Central. Round trip tickets, at reduced rates, can be procured for Concord, at Worcester, Portsmouth, Newmarket Junction, Lawrence, Nashua, Manchester, and at the office of the Boston & Lowell R. R., in Boston. Arrangements are in progress with other roads. The Eagle Hotel will accommodate members for \$2.50 per day; the Phoenix for \$2; and the Elm House for \$1.50. Ladies can be provided with free entertainment during the services, by sending their names to any of the following persons, who constitute the local committee: Rev. Elisha Adams, J. D. Bartley, Esq., Miss I. F. Nutter, Miss S. R. Moulton, and Miss C. B. Cottrell. The programme will be printed in full next month.

W. E. EATON, *Secretary*.

M. C. STEBBINS, *President*.

**OFFICERS OF MASS. TEACHERS' ASSOCIATION FOR 1873.**

Albert C. Boyden, Bridgewater, *Pres.*

Alfred Bunker, Boston Highlands,

*Rec. Sec'y.*

Wm. F. Bradbury, Cambridge, *Treas.*



## BOOKS.

REPORT OF THE GENERAL AGENT OF THE MASSACHUSETTS BOARD OF EDUCATION, on the condition of the School-houses in the Commonwealth, and giving plans and descriptions of school-houses suitable for country towns and villages.

From this we learn that in 1838, the estimated value of the school-houses in the State was about half a million of dollars, and that the estimate of the present value is more than seventeen and a half millions.

"In nearly all our cities, and in the great majority of our larger towns, and with rare exceptions in all the towns of a few counties," says Mr. Phipps, "the school-houses are in the highest degree creditable to the enlightened liberality of the citizens, who have voluntarily taxed themselves for such purposes."

If, in some, there has been a tendency to extravagance, it is believed not to have been greater than in church edifices and private residences. The report contains cuts of some of the latest and best school-houses of the State, with plans of their internal arrangements and a statement of their cost. In respect to cost, it would have been better, we think, to have adopted a uniform method of stating it, as it is impossible, from what is given, to get at the relative expense of building and furnishing.

Thus, the total cost of the Harvard school-house, in Charlestown, is given as \$130,285. The Sherwin school-house, in Boston, cost, "for building alone," \$103,906. From these data, the comparative cost of the buildings cannot be ascertained. So with reference to the Cambridge school-house, whose total cost is \$80,000. In order to compare its expense with that of its namesake in Charlestown, we must know that in Cambridge the land cost \$8,000, while in

Charlestown it cost \$32,000. The total cost of the Sherwin school-house, in Boston, is not given.

Cuts and plans for country school-houses are also given in the report, and it contains many judicious suggestions, on the location, ventilation, and furnishing of school-houses, which will be of great value to all cities and towns in which new school accommodations are required.

SIAM; THE LAND OF THE WHITE ELEPHANT, AS IT WAS AND IS. Compiled and arranged by George B. Bacon. Published by Scribner, Armstrong & Co., New York.

Another volume of the "Illustrated Library of Travel, Exploration, and Adventure," and certainly not inferior in interest to those that have preceded it. The book opens with the sixteenth century, and recalls and illustrates the enterprising and adventurous spirit of the Portuguese at that period. They were, however, supplanted by the Dutch, and Louis XIV sent an embassy to Siam with about the same purpose as that entertained by St. Louis in his expedition to Tunis. The king thought the matter of his conversion to Christianity might be safely left "to his own discretion where God had left it," and declined to be converted. On the whole, the attempts to introduce Christianity into Siam were not very successful, and it was not till about the middle of the present century that the new era began.

Mr. Bacon is a pleasant writer, has been in Siam, and adds much interesting matter to what he has compiled from Bowring, Mouhat, and Mrs. Leonowens. His description of scenery is graphic, and there is a touch of humor in his style which renders the book very readable. The romantic story or stories of Phau-

leon—for there are two of them—are told at length, and seem not unlike an "Arabian Night's Tale." His visit to the king, and his surprise at finding how much more the king knew of us and our history than we knew of him and his people, with the admiration which he entertained for Washington,—for whom he had named a son, the present second king,—furnishes one of the most interesting chapters in the book.

It is a book that must interest all who read it, in a country which, from present indications, may yet play an important part in the world's affairs.

**THE EDUCATIONAL YEAR BOOK.** A hand-book of reference, comprising a digest of public-school laws, systems of instruction, and interesting matters pertaining to schools and colleges. Published annually, by Wm. Wood & Co., New York.

This book contains much information with regard to the public school systems of the several States, apparently well digested and put in compact form. As a book of reference it will be very convenient, containing many things which we should hardly know where to look for elsewhere.

**THE BRYANT & STRATTON BUSINESS ARITHMETIC.** Designed for Business Men, Commercial, Agricultural, and Scientific Colleges, Normal and High Schools, Academies and Universities. By H. B. Bryant, E. E. White, and C. G. Stowell. Published by Mason, Baker & Pratt, New York.

It is the design of this book to give the accountant and business man a knowledge of the science of numbers and of the art of commercial and business computation.

Part 1st treats of the science of numbers; Part 2d, of commercial transactions and computations; and Part 3d consists of tables, comprising rates of interest and exchange, values of foreign coins, measures, and weights, compound interest and discount, annuities, etc.

For commercial colleges we should think it a good book, though it would

seem that much might have been left to our school arithmetics, and the size thereby greatly reduced. \*For the counting-room it will be found convenient as a work of reference on commercial customs and laws, and also for the tables in Part 3d. So, also, for high and normal schools, etc., though we think it will hardly be adopted as a text-book.

**A CONCORDANCE OF THE CONSTITUTION OF THE UNITED STATES OF AMERICA;** with a classified index and questions for educational purposes. By Charles W. Stearns, M. D. Published by Mason, Baker & Pratt, New York.

Every one ought to have a good general acquaintance with the Constitution, the great organic law of our government, and yet, when any special point is in dispute, the best informed find it necessary to refer to the letter. As a matter of convenience for such reference, this concordance and classified index leaves nothing to be desired. It is a valuable book for the school, the family, or the office.

**YEAR BOOK OF NATURE AND POPULAR SCIENCE, FOR 1872.** Edited by John C. Draper, M. D. Published by Scribner, Armstrong & Co., New York.

This record of the investigations of nature and science for 1872, on subjects of general interest, although, of course, fragmentary, will do much to diffuse the most important results of such investigations among general readers, and to stimulate inquiry in various directions which may lead to results still more important. "The classification adopted in the material selected is based on that followed for many years by the British Association for the advancement of science." It treats of almost every subject of human interest, connected with nature and science. Such books, beside the valuable information they contain, are useful as incentives to thought, even to those who make no pretensions to science. The name of the author is sufficient guarantee of its reliability.

LITERATURE AND DOGMA: An Essay towards a better apprehension of the Bible. By Matthew Arnold, D. C. L. Published by James R. Osgood & Co.

We have read this book with the greatest interest. It is an attempt to mediate between theology, science, and the prevailing tendencies of thought among the masses, — or common-sense; and, like all attempts at mediation, it will not probably be satisfactory to either. Indeed, the author himself looks forward to a distant future before he expects his opinions to be generally accepted. He says: "Very likely there will come a time when there will be less religion than even now." "But there will come a time for reconstruction, and then, perhaps, will be the moment for labors like this essay of ours to be found useful." That it will, however, greatly modify opinions which are, perhaps, too sharply held by each of the contending parties, we have no doubt. Perhaps no finer specimen of criticism, and by criticism we do not mean what the word usually suggests, but of broad, liberal interpretation, can be found in the language. His definitions are many of them admirable. Take, for instance, "culture." It is "knowing the best that has been thought and known in the world; getting the power, through reading, to estimate the proportion and relation in what are read." "If we read but a very little," he says, "we naturally want to press it all; if we read a great deal, we are willing not to press the whole of what we read, and we learn what ought to be pressed, and what not. Now this is really the very foundation of any sane criticism." "Morality," he tells us "represents for everybody a thoroughly definite and ascertained idea, — the idea of human conduct regulated in a certain manner." "Religion is morality heightened by emotion." Thus, "we all want to live honestly, but cannot," says the Greek maxim-maker. "That is morality." "O, wretched man that I am, who shall deliver me from the body of this death!" says St. Paul. "That is religion."

We repeat, that though our author's conclusions will not be accepted by theology or science, the book contains suggestions on criticism that cannot fail to modify opposing opinions, and to bring the holders of those opinions nearer together.

HARVARD EXAMINATION PAPERS. Collected and arranged by R. F. Leighton, A. M., Master of Melrose High School. Boston: Ginn Brothers, Publishers, 1873.

These papers present a complete set of the Examination Questions for admission to Harvard College during the last twelve years, and furnish test questions, direct, searching, and comprehensive, on all the subjects included in the required studies preparatory to entering college.

Teachers will find them convenient and very suggestive; and scholars whose training in these branches enables them to answer these questions at sight, will not be likely to fail of admission to any New-England college.

AN ANALYTICAL AND PRACTICAL FRENCH GRAMMAR. By Jean Gustave Keetels. Published by Mason, Baker & Pratt, New York.

This work makes the mastery of the verbs the prominent feature, and in this respect merits hearty approval.

The present tenses are first presented, with numerous exercises on each, and by this method pupils learn the conjugations almost without being aware of studying them; the personal endings of the tenses are given, — separated from the stem of the verb; and in the back part of the book, the verbs are conjugated in full.

The oral exercises are very good, being in the form of questions, to which the pupils are expected to reply in French, thus familiarizing them with the interrogative as well as declarative forms of the verb.

Otto's Grammar, revised by Bôcher, does not agree with this in regard to the interrogative form of the first person singular, the latter giving both forms as correct, as *est-ce que je donne*, or *donné je*,

while Böcher's Otto nearly rejects the latter form. His method of explaining the formation of the tenses, seems much simpler and as correct as that adopted by Otto, and from experience with classes we are sure that they will remember much better where they are told to form them by adding to the stem the personal endings, which vary somewhat in the different conjugations, than if instructed to form some tenses from one part of the verb and some from another.

The book is too large, — a common fault of grammars; if all were made smaller, and a reader prepared to go with them, it seems probable that the pupil would be more strongly attracted to the work; the explanations are in general very good, but in some cases might be condensed with profit.

Among the sounds of the letters, *x* is given as having the sound of *k*, as in *Alexandre* and *maxime*, though possibly the *s* is omitted by a mistake of the printer; we should like more definite directions as to when *k* is to be considered aspirated; and some other points seem open to criticism.

But the prominent place given to the verbs, and especially to those tenses which are of most practical importance, the variety of idioms introduced, and the selection of sentences and phrases especially useful in conversation, are excellent features of the work.

HARPER, for June, ranks among its best, which is high praise. The second article, "The Marquis of Hastings in America," with illustrations of Boston and vicinity; "Landing of the British forces in the Jerseys in 1776," etc., bring the old times back. But we cannot speak of all its good things. The editor's Easy Chair, and Literary, Historical, and Scientific Record, are, however, deserving of special notice.

LIPPINCOTT FOR JUNE. The opening article is an interesting description of the scenery and society of Atlantic City, and its characteristics as a watering-place. The "Roumi in Kabylia" is concluded in this number. "Our Home in the Tyrol" is continued, and two more chapters of "A Princess of Thule" are given. Without specifying the other articles, — all of which are good, — we may say that the "Monthly Gossip" is especially interesting. The illustrations of the first two articles are very fine.

OLD AND NEW is received, and justifies its name. It brings forth the *old* so as to make it appear *new*, and states the *new* so clearly that we are inclined to think of it as *old*. An excellent number.

SCRIBNER'S MONTHLY, for June, opens with an interesting, and in many parts thrilling account of the "Ascent of Mount Hayden"; and is followed by twenty articles by popular writers. "A Seance with Foster the Spiritualist"; an illustrated sketch of Cornell University and its surroundings; and a notice of Bret Harte, — have especially interested us. The number is beautifully illustrated, and contains interesting matter for all tastes except bad taste.

THE ATLANTIC MONTHLY, for June, is an unusually good one, even for this magazine. Parton's article on the French Imbroglia of 1798, like those that have preceded, will be read by everybody, whether his estimate of Hamilton is accepted or not. Such reading is an excellent appetizer for history. Robert Dale Owen's reminiscences furnish interesting reading. It is almost as good as conversation. All the articles are good, the poetry included.